

Montana Con

Chart for S



**Content Standards
for Speaking and L**

Is Integration Listening

and Listening

Standards	Grade
Standard 1-Students demonstrate knowledge and understanding of the communication process.	<ol style="list-style-type: none"> 1. Recognize the important role of speaking in life. HE - 6.4.2; 6.4.3; 6.4.4; 6.4.5; 7.4.1. 2. Identify oneself in various roles in the communication process and recognize the shared communication responsibility between the speaker and the listener. HE - 6.4.2; 6.4.3; 6.4.4; 6.4.5.
Standard 2-Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.	<ol style="list-style-type: none"> 1. Recognize the techniques of listening in various situations (e.g., focusing attention, reflecting, interpreting, summarizing, responding to messages). HE - 6.4.1; 6.4.2; 6.4.5. 2. Demonstrate appropriate speaking and listening skills in various communicating with peers and others in formal and informal classroom situations. HE - 6.4.1; 6.4.2; 6.4.3; 6.4.4; 6.4.5. [ML - 3.4.1]. [WP - 3.4.3]. WL - 1.1.1; 1.1.2. 3. Speak and listen effectively for a range of purposes (e.g., sharing experiences, presenting and listening to oral reports, giving and understanding directions and instructions). [LT - 4.4.3]. MA - 1.4.3. [ML - 1.4.1; 2.4.1]. [SC - 1.4.3]. [WP - 3.4.3]. WL - 2.1.2. 4. Identify and appropriately use different types of oral communication (e.g., storytelling, narrative, description). [TE - 1.4.1; 1.4.2]. [ML - 1.4.1; 2.4.1; 3.4.1]. 5. Identify and use different types of listening skills in various listening situation (e.g., casual, appreciative, critical). (MU, TH). HE - 6.4.5. [ML - 1.4.1; 2.4.1].
Standard 3-Students apply a range of skills and strategies to speaking and listening.	<ol style="list-style-type: none"> 1. Communicate in a focused and organized manner. HE - 6.4.3; 6.4.4. [MA - 1.4.3]. [SC - 1.4.3; 1.4.4]. [WL - 3.1.2]. 2. Select and use appropriate verbal language to convey meaning. [AR - 4.4.1]. HE - 6.4.2; 6.4.3; 6.4.4. [WP - 2.4.2; 3.4.3]. 3. Identify and begin to use appropriate verbal communication to enhance presentations and manage communication.

Grade 4	Grade 8	
<p>of speaking and listening in daily 4.5; 7.4.1.</p> <p>roles in the communication process and creation responsibilities of the speaker 4.3; 6.4.4; 6.4.5.</p>	<ol style="list-style-type: none"> 1. Observe and describe the importance of speaking and listening in personal relationships. HE - 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5. 2. Identify and define the components of the communication process. 	<p>1 m 6 2 c</p>
<p>of listening in a variety of situations ing, interpreting, analyzing, responding ; 6.4.5.</p> <p>speaking and listening behaviors in others in formal and informal class- 4.2; 6.4.3; 6.4.4; 6.4.5; 6.4.6; 7.4.1. L - 1.I.1; 1.I.2.</p> <p>for a range of purposes (e.g., reading ings, sharing and listening to personal ening to oral reports, clearly giving nd instructions). AR - 1.4.4; 4.4.2. - 1.4.1; 2.4.1; 3.4.1]. RE - 1.4.5. L - 2.I.2.</p> <p>se different types of presentations (e.g., on). [TE - 6.4.2]. [AR - 2.4.6 (TH)]. ; 2.4.1; 3.4.1].</p> <p>pes of listening appropriate to the appreciative, attentive). AR - 5.4.5 1.4.1; 2.4.1]. LT - 4.4.1. WL - 7.I.1</p>	<ol style="list-style-type: none"> 1. Analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages). HE - 6.8.2; 6.8.4; 6.8.5. 2. Demonstrate appropriate speaking and listening behaviors in communicating with various audiences. HE - 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5. [WP - 3.8.3]. WL - 1.II.1; [3.II.3]. 3. Speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages). AR - 1.8.4; [2.8.6; 4.8.2] (DA, MU, TH). HE - 6.8.2; 6.8.3; 6.8.4; 6.8.5. [LT - 4.8.3]. [ML - 3.8.1]. [RE - 1.8.5]. [SC - 1.8.3]. [WP - 3.8.3]. WL - 2.II.2. 4. Identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals). [AR - 2.8.6] (TH). [HE - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5]. [ML - 3.8.1]. 5. Identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening). AR - 5.8.5 (MU, TH). HE - 6.8.1; 6.8.2; [6.8.4; 6.8.5]. [LT - 4.8.1]. WL - 7.II.1. 	<p>1 in an 6 2 co 6 3 in ca T [4 pe ri (5 si 6</p>
<p>and organized manner. [HE - 6.4.2; C - 1.4.3; 1.4.6]. WP - [2.4.2]. 3.4.3.</p> <p>verbal language to convey intended 4.2; 6.4.3; 6.4.4. [MA - 1.4.3].</p> <p>appropriate verbal and nonverbal skills to age communication anxiety</p>	<ol style="list-style-type: none"> 1. Communicate with a clear purpose, well-developed organization, and support from a variety of sources. [MA - 1.8.3]. [SC - 1.8.3; 1.8.6]. [WP - 2.8.2]. [WL - 3.II.3]. 2. Use verbal language appropriate to occasion, audience, and topic. HE - 6.8.2; 6.8.3; 6.8.4. [MA - 1.8.3]. [SC - 1.8.3]. WP - [2.8.2]; 3.8.3. 3. Explain and appropriately use verbal and nonverbal skills to enhance presentations and manage communication anxiety. [SC - 1.8.3]. [WP - 2.8.2; 3.8.3]. WL - 1.II.2. 	<p>1 w tr 2 th 6 3</p>

Upon Graduation

1. Explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions. [HE - 6.12.1; 6.12.2; 6.12.3; 6.12.4; 6.12.5; 6.12.6].
2. Identify and analyze the relationships among the components of the communication process.

1. Explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages). HE - 6.12.1; 6.12.2; 6.12.4; 6.12.5; 6.12.6.
2. Demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences. HE - 6.12.1; 6.12.2; 6.12.3; 6.12.4; 6.12.6. [ML - 3.12.1]. [WP - 3.12.3]. WL - 1.III.1; 1.III.2; 1.III.4; 2.III.2.
3. Speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions). [AR - 1.12.4; 2.12.6] (DA, MU, TH). HE - 6.12.2; 6.12.3; 6.12.4; 6.12.5. 6.12.6. MA - 1.12.3. [ML - 3.12.1]. [WP - 3.12.3].
4. Identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, interpersonal endeavors). [TE - 6.12.2]. [AR - 2.12.6] (TH). [HE - 1.12.2; 1.12.5]. [ML - 1.12.1; 3.12.1].
5. Identify and use different types of listening appropriate to the listening situation (e.g., critical listening). AR - 5.12.5 (MU, TH). HE - 6.12.1; 6.12.2; 6.12.4; 6.12.5. [LT - 4.12.1]. WL - 7.III.1.

1. Communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions. [MA - 1.12.3]. [WP - 2.12.1; 2.12.2]. WL - 3.III.2.
2. Use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion and task. HE - 6.12.1; 6.12.2; 6.12.3; 6.12.4. [MA - 1.12.3]. [SC - 1.12.2]. [WP - 2.12.2; 3.12.3].
3. Apply, analyze and evaluate effective verbal and nonverbal skills to enhance presentations and manage communication anxiety. [ML - 2.12.1]

Speaking and

		<p>meaning. [AR - 4.4.1]. HE - 6.4.2; 6.4.3; [WP - 2.4.2; 3.4.3].</p> <p>3. Identify and begin to use appropriate vocabulary to enhance presentations and manage communication. [TE - 1.4.2]. [LT - 4.4.3]. [WP - 2.4.2; 3.4.3].</p> <p>4. Monitor understanding by identifying and asking relevant questions and restating information.</p> <p>5. Distinguish new from familiar material, important information, fact from opinion, and fact from fiction. RE - 5.4.4.</p> <p>6. Draw connections between one's experiences, insights, and experiences communicated by others. [1.4.4]. [RE - 1.4.1; 1.4.2].</p> <p>7. Identify characteristics of enjoyable listening, examining rhythm in music and visualization.</p> <p>8. Identify, anticipate, and manage barriers to listening.</p>
Standard 4-Students identify, analyze and evaluate the impacts of effective speaking and evaluative listening.		<p>1. Identify the characteristics of effective speaking.</p> <p>2. Reflect on one's effectiveness as speaker and set personal goals. ML - 3.4.1; [3.4.2]. HE - 6.4.2; 6.4.3; [WP - 2.4.1; 2.4.3; 2.4.4].</p> <p>3. Show respect for the feelings and values of others in speaking and listening. HE - 6.4.2; 7.4.1. [WP - 2.4.1; 2.4.3; 2.4.4].</p>
<p><u>LEGEND:</u> This chart illustrates the “explicit” and “implicit” overlap of standards with minor adjustments.</p> <p>Content Code: AR - Arts (dark pink) HE - Health Enhancement (light pink)</p> <p>ML - Media Literacy (blue) RE - Reading (light blue)</p> <p>TE - Technology (purple) WP - Workplace (yellow)</p> <p>User Code: SL1.4.2 = Speaking and Listening, Standard 1, Grade 4</p>		



<p>4.2; 6.4.3; 6.4.4. [MA - 1.4.3].</p> <p>appropriate verbal and nonverbal skills to manage communication anxiety. [WP - 2.4.2; 3.4.3].</p> <p>identifying and using strategies (e.g., restating information). [ML - 3.4.2].</p> <p>lar material, significant from insignifi- nion, and fantasy from reality.</p> <p>one's experiences, information, and nunicated by others. HE - 1.4.1;</p> <p>joyable listening experiences by d visualization of images. ML - 3.4.2.</p> <p>age barriers to listening. HE - 6.4.5.</p>	<p>HE - 6.8.2; 6.8.3; 6.8.4. [MA - 1.8.3]. [SC - 1.8.3]. WP - [2.8.2]; 3.8.3.</p> <p>3. Explain and appropriately use verbal and nonverbal skills to enhance presentations and manage communication anxiety. [SC - 1.8.3]. [WP - 2.8.2; 3.8.3]. WL - 1.II.2.</p> <p>4. Monitor understanding by identifying and using strategies (e.g., inquir- ing, taking notes, summarizing oral and visual clues).</p> <p>5. Distinguish information from persuasion, and logic from emotion. [RE - 5.8.3].</p> <p>6. Compare and contrast one's own experiences, information, and insights, with the message received in a variety of communication situations. [AR - 4.8.2; 4.8.4]. HE - 1.8.1; [1.8.3; 1.8.4; 1.8.5]. [RE - 1.8.1; 1.8.2].</p> <p>7. Compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., the same selection interpreted by different performers). [AR - 4.8.4].</p> <p>8. Identify, anticipate, and manage barriers to listening. HE - 6.8.2. 6.8.4; 6.8.5.</p>	<p>th 6 3 e [4 p c 5 l 6 th 4 7 sp p 8 6</p>
<p>f effective speaking and listening. ss as speakers and as listeners, and [3.4.2]. HE - 6.4.1; 6.4.2; 6.4.3.</p> <p>s and values of others when speak- .4.1. [WP - 2.4.5].</p>	<p>1. Analyze and apply the characteristics of effective speaking and evaluative listening. HE - 6.8.2; 6.8.3; 6.8.4; 6.8.5.</p> <p>2. Use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals. HE - 6.8.2; 6.8.3; 6.8.4; 6.8.5. [ML - 3.8.2]. WP - [2.8.1; 2.8.3; 2.8.4;] 2.8.5.</p> <p>3. Explain the importance of speaking and listening in our democratic society within a culturally diverse world. HE - 6.8.5. [WP - 2.8.5].</p>	<p>1 p m 2 li 6 3 m</p>

it” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit” (in

Health Enhancement (black)

Reading (blue)

Workplace Competencies (yellow)

d 1, Grade 4, Benchmark 2

LM - Library Media (pink)

SC - Science (red)

WL - World Languages (lilac)

LT - Literature (blue)

SS - Social Studies (gold)

WR - Writing (blue)

3. e air- hts,]. g ed by 4;	<p>the purpose, audience, occasion and task. HE - 6.12.1; 6.12.2; 6.12.3; 6.12.4. [MA - 1.12.3]. [SC - 1.12.2]. [WP - 2.12.2; 3.12.3].</p> <p>3. Apply, analyze and evaluate effective verbal and nonverbal skills to enhance presentations and manage communication anxiety. [ML - 2.12.1]. [SC - 1.12.2]. WP - [2.12.2]; 2.12.3; 3.12.3. WL - 1.II.2.</p> <p>4. Monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues). HE - 6.12.4; 6.12.6.</p> <p>5. Recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages. RE - 5.12.3; 5.12.4.</p> <p>6. Compare and contrast one's experiences, information, and insights with the message in a variety of communication situations. [AR - 4.12.1; 4.12.2]. [RE - 1.12.1; 1.12.2].</p> <p>7. Analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion. LT - 2.12.4. WL - 7.III.1.</p> <p>8. Identify, anticipate, and manage barriers to listening. HE - 6.12.1; 6.12.2; 6.12.6.</p>
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ative a 3.2].	<p>1. Analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media.</p> <p>2. Use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals. HE - 6.12.1; 6.12.2; 6.12.3; 6.12.4; 6.12.5; 6.12.6. [ML - 3.12.2].</p> <p>3. Analyze the legal and ethical issues associated with responsible communication.</p>
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<p>mplicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both</p> <p>MA - Math (green)</p> <p>SL - Speaking and Listening (blue)</p>	
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